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# THE ROLE OF A CASE WORKER IN A GROUP WORK AGENCY

A Thesis

submitted by

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# INTRODUCTION

## Purpose of Study

A great deal has been written in the last four or five years about the need for the integration of group and case work. The material which has been presented regarding this subject has been that which has dealt, for the most part, with the individual in the group. It has discussed what the group can offer as an influencing and driving force in the developmental growth and thought of the individual. And rightly so, for it is the individual in whom we are interested primarily in this case-group work striving for integrated and co-operative achievement.

This study has taken a rather different approach to the problem of case-group work integration by describing, not the individual in the group primarily, but the role and function of a case worker in a group work agency. It has purposed to present a running description of the role which the writer, a second year student in Boston University School of Religious and Social Work, enacted in her field work placement as a student case worker in the Personal Counseling Department of the Boston Young Women's Christian Association.

# Chapter I

## Defining The Situation

### The Agency and Departments

The group work agency in which the student held her field work placement was the Young Women's Christian Association of Boston. This is an association which is made up of many departments and activities and it was in two of its departments that most of the activities of the case worker were centered.

> The Y.W.C.A. is primarily interested in the development of the individual girl, i.e., her personal and social capacities. This comes about through self development and group experience. Her first contacts in the association should help her to find the program and the group which will best contribute to her growth. They must be related to her immediate interests . . . In order to safeguard her progress there must be constant interchange between the individual services and the group work departments.[1]

The case worker was first of all a student worker in the Personal Counseling Department in which all personal counseling is done by trained psychiatric social workers.

> They work both with the individual in private interviews and with groups, offering informal lectures or discussion on such subjects as family relationships, boy and girl relationships, education for marriage, etc. The problems in personality adjustment which come to them are many and varied. They have to do with the adjustments in both the home and work life of girls. In the attempt to help the individual, the counselor often calls on the recreational and educational resources of the Y.W.C.A. or on the other departments serving individuals such as vocational counseling, camp, and the residences. Many times she refers them to other resources in the community such as the family agencies, guidance centers, hospitals, etc. The services of this department are available to all young women whether they are members of the Y.W.C.A. or not. In fact, many of the girls who come seeking advice are sent

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1 Volunteer Personal Committee, A Handbook of Information about the Young Women's Christian Association of Boston, 1940, pp.60-61.

are sent to the Association from social agencies and other sources in the community. The records kept by this department contain valuable knowledge for the use of all departments as to the kinds of problems girls face today. They are useful in program planning and in understanding social trends in the community.[2]

As a member of the Personal Counseling Department the student case worker dealt particularly with that group of girls in the Y.W.C.A. which is known as the Girl Reserve Department or Younger Girls' Department. This is the 'teen age membership of the Association. This department recognizes the needs of girls of this age and thus its program is built around the developing girl and attempts to meet the following adolescent needs:

1. A chance to express idealism and romantic impulse and an appreciation of the beautiful.
2. An outlet for physical activity.
3. Social and emotional security.
4. Knowledge of their developing selves.[3]

There are several Girl Reserve Clubs which convene out in the suburbs or communities where the girls can meet more conveniently near their homes. The student worked, in her role of case worker, only with those groups which met in the Y.W.C.A. building, and especially with those groups which met on Saturday. In two instances the student case worker did go out into one of the community or high school groups and lead a series of discussions. In another group the student case worker shared the leadership of a group with another adviser. This group work leadership had no connection, however, with the case work of the student at the Y.W.C.A. only insofar as it undoubtedly gave the case worker an appreciation of group work and its leadership.

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2 Ibid., p.43.
3 Ibid., p.34.

> A leader or "adviser," as she is called, meets regularly with her clubs and works under the guidance of the executive of the Younger Girls' Department in carrying out the ideals and objectives of the Association for school girls. Each club elects its own officers and standing committees . . . Together with the club adviser, the executive of the department, and the department committee, the girl leaders work out their program for the year, considering always: 1. The needs and interests of the girls in the club; 2. The recreational and educational resources available to them in the Association; and 3. Their relation to the local and national Y.W.C.A. purpose and objectives.
>
> Some clubs are interested in Dramatics or Music; others like some one of the sports or dancing, puppetry or pottery, and sometimes they plan local trips to learn more of their community. Normal social contacts with boys are planned frequently by the clubs and weekly Friday night dances are held in the Auditorium of the Clarendon Street Building. Committees of boys and girls help work out the plans for these dances.[4]

Here again was another situation where the student case worker had an opportunity to observe those girls who were members of Girl Reserve groups and who attended the dances, for the case worker also chaperoned these dances. It was a different type of situation than could be found in the ordinary group meeting and afforded many opportunities to see the girls in their social relationships with boys.

The Girls

During the period of fall registration approximately three hundred girls filled out application blanks for Girl Reserve membership. In a great many instances this was the only thing that was done and the girl did not return again to the Y.W.C.A. In other cases many girls attended a group only one or two times and then did not return. By the time the club groups began to function regularly there were approximately seventy-five girls who attended the Saturday meetings and about fifty who participated in the meetings on Friday afternoons. It was with these one hundred

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4 Ibid., pp.34-35.

twenty-five girls, and particularly those who attended on Saturday, that the case worker spent most of her time.

These girls who participated in the activities were in junior and senior high school. In some cases girls who were twelve years of age but not yet in junior high were admitted if it was felt that they could adjust with the other members of the groups. Most of these girls were just one grade lower than junior high, the sixth grade. Thus the ages of the girls extended from twelve years up to eighteen or nineteen years.

The girls came from Metropolitan Boston and its closely neighboring suburbs as many of the girls preferred to meet at the Central Y.W.C.A. where there are much better facilities with which to work and play than are provided in the community groups.

In all cases except two the girls who attended the Girl Reserve groups during the period were American born. The exceptions were two girls who were German refugees. The parentage of the girls was of the many nationalities which are found in Boston. The Irish, Italian, and Polish groups were outstandingly predominant. Also, there were those of Albanian, Russian, English, Jewish, and the American born of several generations.

The majority of girls came from families who were in the lower average income bracket where the wage earners were mainly semi-skilled and, in a few instances, professional workers. There were some girls, about one third of the group, whose families had minimum incomes and in some instances no incomes at all. In the latter and the minimum income group, agencies were giving total relief or supplementation.

The Personnel

> Trained leadership is especially important in this group. For this impressionable age the leader must have an attractive personality, enthusiasm and the ability to use modern educational methods. Sincerity is perhaps the essential characteristic demanded of leaders. Many of the club leaders of Younger Girls serve in a volunteer capacity. They are usually graduate students, young married women, or teachers. Short training courses at the Boston Y.W.C.A. are required of these advisers and frequent reports and conferences keep the executive of the department in close touch with the work of each group.[5]

The leadership of the girls in their Girl Reserve groups was of two specific types. First, there were those leaders who directed the girls in special interest groups such as gym work; swimming; and workshops which included pottery, puppetry, dramatics, music, and modern dancing. These leaders were all trained in the specific art or interest which they were teaching and in addition were leaders who were aware of individual and group needs as they related to the group activity. The other type of leader was called the club "adviser." She did not teach any specific art to the girls in the clubs. She was what her name implies, a counselor or adviser to the girls in their activities. She functioned in their club meetings and in whatever program, social or educational, that resulted from the girls' planning, as a friend of the girls who was always available to proffer advice, guidance, or whatever help the girls needed in their planning and activities. There were nine advisers for the five clubs which met on Friday and Saturday. Of these nine, three were girls who were attending their first year at the Boston University Graduate School of Social Work and were doing their field work as student case workers in the Massachusetts

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5 Ibid., pp.35-36.

Department of Mental Hygiene and the Family Welfare Society of Boston. Another adviser, who was also married, had had previous group work experience in another Y.W.C.A. with Girl Reserves. Two of the other advisers were at the time seniors in college and had had previous group work experience. Another was a graduate student obtaining a Master's degree in Religious Education and had also had previous group work experience. The other two girls who were leaders were college graduates, both married, and doing the work because they were interested in working with adolescent girls.

The Program

As the student case worker has stated above, most of her time was spent with the girls who attended the groups on Fridays and Saturdays. The following schedule illustrates the activities presented in which the girls could participate. In the instances where several interest groups met at the same time the girls had to make a choice and attend only one. The case worker functioned mainly as an observer in these groups, especially in the so-called interest groups. In the club meetings the case worker sometimes led discussions, which are described in a later chapter, and again just observed the girls in their club meeting activity.

SPRING SCHEDULE FOR Y.W.C.A. GIRL RESERVES

At the YWCA Building -- 140 Clarendon Street

Every Saturday Afternoon

12:15 - Games in the Gym
1:00 - 7th and 8th grade Girl Reserve Club Meeting
1:15 - Workshops Interests Groups -- Choose from:
Pottery - 8th floor
Puppets - 8th floor
Dramatics (7th and 8th grade) - 8th floor

Dramatics (9th and 10th grade) - Room 601
Music (9th and 10th grade) - Room 601
Music and Dramatics (11th and 12th grade) - Room 606-707
3:00 - 9th and 10th grade club meeting - Room 601
11th and 12th grade club meeting - Room 606-7
7th and 8th grade Modern Dancing group - 7th floor studio
4:00 - Special 10¢ plunge for all Girl Reserves

Every Friday Afternoon

3:00 - 4:30 - Interest groups in:
Pottery - 8th floor
Modern Dance - Auditorium
Dramatics (11th and 12th grade) - Room 306
Dramatics (9th and 10th grade) - Room 601
Music (11th and 12th grade) - 8th floor
4:30 - 5:15 - 9th and 10th grade club meeting (sports in gym on Friday and another program in Room 306 on alternating Friday).
11th and 12th grade club program (same as above).

Every Tuesday Afternoon

Members of the Girl Reserve Clubs may swim at a 10¢ rate at 4:30.

In Neighborhood Centers in following communities:

Belmont
Charlestown
Dorchester

SPRING SCHEDULE FOR Y.W.C.A. BOYS AND GIRLS DANCE ASSEMBLY

Every Friday Evening at the YWCA Building

Learn to dance - 8:00 - 8:15
Learn new steps - 8:15 - 8:30
Dancing until 10:30 P. M., with monthly Party Dances until 11:00 P. M.

Open to any boys and girls in high school who can furnish good references. 25¢ each evening.

The student case worker's activities covered several days of the week. On Friday and Saturday the student case worker came in contact with individual

girls and groups of girls. On these days, especially during the formal registration period which began the last week in September and continued about three weeks, the student case worker functioned as a "program interviewer" with as many girls as it was possible for the student case worker to meet. As a "program interviewer" the student case worker talked with the new girl and described to her the program of activities for Younger Girls. She attempted to discover the girl's interests and abilities and to direct her to those activities where she felt that the girl would best fit in and also where the girl herself felt she wanted to go. After helping her with registration the case worker then introduced the girl to the leader of the group who in turn made the girl welcome and acquainted with the other members of the group. Many of these girls with whom the student case worker talked during registration period came in to join the groups because some friend of theirs already belonged and had invited them to join, or they had heard about the groups from some other source.

In other instances, social case workers from the difference social agencies of Boston, who in their family case work or direct work with adolescent girls felt their clients needed that which a group could give, referred the girls to the Y.W.C.A. Heretofore many of the girls referred by social agencies had just come and applied as did all the other girls on registration day. When the student case worker began her work all girls referred by other agencies were seen by the student case worker for a first interview. In most cases the referring social case worker talked with the student case worker, either over the phone or in person, regarding the girl referred and the reason for referral. The relationship of the student case

worker with these referring persons will be discussed more fully in a later chapter.

As a further part of her function the student case worker saw girls individually, not only in these first interviews, but in subsequent interviews leading out of these first contacts and in situations which later arose requiring individual work with the girls. The case worker also talked with the group leaders regarding certain girls in the group who seemed to have difficulty in adjusting; such observations being made by the group leader, student case worker, or both.

Thus the writer functioned as a case worker, working with individual girls, with social workers or referring persons, and with group leaders; as an observer of girls in their group activities and adjustments; and as a discussion leader in the different groups.

Length of Experiment

The student case worker began working with the girls in the last week in September, 1939, when registration took place and club activities began for the year. This type of program as already described continued much the same until the end of May, 1940, when the activities ceased. The work of the case worker, then, extended over a period of eight months. The groups met at most every week end during this period with the exception of one during the Christmas holidays. Thus it was, in the set up described above, that the writer functioned as a student case worker.

# CHAPTER II

## Obtaining Information About Referrals

In the previous chapter the student case worker said that some of the girls who joined the groups were referred by social case workers in greater Boston. When referrals were first made there was no special plan evolved by which to decide just how the referral should be enacted or what information should be obtained from the social case worker regarding the girl referred. In some cases the social case worker contacted the student case worker over the telephone and made an appointment for the girl whom she was referring to see the student case worker and register for activities. In most referrals the social case worker drew a brief and general picture of the family situation, stated what she felt to be the girl's problem, and presented this or the family situation as the reason for the referral. Other social case workers first talked with the student case worker in person and then referred the girl to the student case worker and in some instances even brought the girl into the Y.W.C.A. for her first contact with the student case worker. No matter what procedure was followed, all girls referred by social case workers first talked to the student case worker.

The student case worker discovered, after talking with several social case workers, that in some cases not enough information about the problem was presented. And in other situations it was felt that there was a great deal of information given which had no specific bearing on the problem. The student case worker finally decided that there would have to be special data obtained regarding the girl and her problem in order that case and

group work help might more effectively be given. The following outline was formed to use as a guide in obtaining from referring persons information about the girls.

Information to be Obtained Regarding Girl

I. Face sheet information

| | | | |
|---|---|---|---|
| Name | | | |
| Address | | | |
| Father | age | address | employment |
| Mother | age | address | employment |
| Siblings | brothers | sisters | |
| Age | | | |
| Education | | | |
| Nationality | | | |
| Religion | | | |
| Referred by | | | |
| General reason for referral | | | |

II. Specific information regarding girl

A. Girl's abilities

1. Physical - health, handicaps
2. Intellectual - I.Q., school achievement
3. Special abilities - musical, artistic talents, etc.

B. Girl's relationships and adjustments

1. In the family
   a. With mother and father
   b. With siblings
   c. With other members of the household

2. In the school and community
   a. With teachers
   b. With classmates
   c. With other associates

C. Girl's insight into problem and in self
1. Girl's understanding of why and for what she is referred
2. Girl's attitudes and feelings about herself, others, and things
3. Extent of girl's knowledge of what student case worker has been informed by social case worker

D. Evaluation of girl's needs

In the course of using this outline the student case worker found that a great deal of the significant information asked for was not available. However, the face sheet information was easily obtained. In regard to specific data about the individual girl many social case workers were not able to present a clear and complete picture. They were able for the most part to describe the girl's physical and intellectual abilities, the latter generally in terms of school achievement. Special abilities were brought to light by a previous discussion with the girl before she came to the Y.W.C.A. to talk with the student case worker. As many of the social case workers who referred girls were family case workers they had a pretty clear picture of the girl's relationships with the rest of the family. They knew less about the girl's school contacts, especially if there were no school problems presented. In most cases very little was known about the girl's companions in school or in the neighborhood. As for the understanding which the social case worker had regarding the girl's insight into her problem and reason for referral there was very little, so it seemed to the student case worker, and very little preparation for the referral had been made by the social case worker.

Because there seemed to be a need for a better understanding between referring social case workers and the group agency regarding what the former expected of the latter and vice versa, two meetings were called to which were invited one or two workers from the several agencies in Boston who had referred girls to the Y.W.C.A.

At these meetings the social case workers were encouraged to present their concepts of the agency as a group work resource to make use of in

their work with individuals; what they expected of the agency in terms of what it could contribute to the welfare and development of their referrals; and what contribution they felt they must make to the agency in order that their expectations might be fulfilled. In turn the Director of the Personal Counseling Department, the student case worker, and other case work people in the Y.W.C.A. presented their views regarding the problem of referral.

It was agreed by the whole group that the situation was unique in that it was a group work set up with case workers. The social case workers were firm in their belief that they did not like to divulge case work material to a group work agency because they questioned to what use it might be put. In this case, however, they felt that all information which the case workers in the group agency felt was necessary should be given, but only to the case worker who in turn should use discretion in giving it out to the group work leaders.

The social workers felt that they as case workers of individuals had sufficient insight into the problems and needs of their clients or girls so that their referrals were purposely made as a part of the treatment plan. However, they professed a certain vagueness as to just what specific activities the group agency offered and looked upon the situation as mainly being one where a girl could be with other girls and profit from contact with them in group activity. It was pointed out to the social case workers how some of the group activities, especially the interest groups such as workshops, gym, etc., provided situations where treatment could be effected by the girls actually "doing," individually or with a group, things in which they were interested and from this "doing" obtain satisfaction, growth, and

adjustment. The social workers decided that treatment plans would be more effective then if they had a clearer picture of just what activities or functions were available.

Although the social case workers felt, through their own individual contacts with their girls, they would be aware of the girls' developments, they also thought that a more adequate and well-rounded picture of the girls' activities and adjustments could best be obtained from reports made by those leaders in whose groups the girls were active. It was decided that the student case worker would be responsible for obtaining such information from the group leaders and combine this with her own observations of the girls and any data regarding case contacts with them. This picture of the girl's activities and adjustments would then be forwarded to the referring social case worker.

Perhaps this discussion can best be closed by listing some of the steps for achieving case-group work understanding which Roy Sorenson brought out in his article "Case Work and Group Work Integration: Its Implications for Community Planning," in The National Conference of Social Work Proceedings, 1935. He said that each field, that of case and group work, must be matured further; that the interpenetrations of each other's concepts and techniques must be multiplied; that there must be developed changing working practices such as securing and passing on useful information and the use of each other's expertness; and that conference opportunities between case workers and group workers be increased. In short, "New

insight both for case work and for group work will come from a group-case work concept, or a case-group work concept."[1]

1 Roy Sorenson, "Case Work and Group Work Integration: Its Implications for Community Planning," National Conference of Social Work Proceedings, 1935. pp.311-322.

# CHAPTER III

## Relationship of Case Worker to Group Leaders

A description of the personnel and its various group work functions has been presented in a previous chapter. The student case worker, in her different activities with individuals and in the groups, never assumed the role of an adviser or interest group leader but did work closely with these leaders. The position and function of the student case worker had to be explained to the personnel. In the beginning this was done by the student case worker who introduced herself to the individual leader and explained to her what she was attempting to do. In these preliminary contacts the student case worker encouraged the leader to call upon her if she thought there were girls who were not adjusting in the group and perhaps needed more individual help than she, the group leader, could give in the group set up. In turn the student case worker talked with the group leader about a girl just joining the group who needed special attention because of limitations observed or learned by the student case worker through previous contacts. Thus the relationship was a "give and take" one. The leader was able to call upon the student case worker for help and advice regarding the understanding of the girl's behavior and possible treatment. The student case worker was able to learn from the group leader what she thought was the girl's adjustment in the group. Although the student case worker could observe the girls at times in their group activity and see at first hand their behavior, it was impossible to see all girls at all times and so such discussions with the group leaders filled in the gaps. At the end of the

activity year the student case worker formulated a questionnaire which was used by each leader as a guide in describing each girl's adjustment and development. This report by the group leader plus the student case worker's observations and contacts were combined to form a report which the student case worker sent to those social case workers who had referred girls to the Y.W.C.A. This questionnaire and the reports of the group leaders will be discussed in a later chapter.

In addition to talking individually with the leaders and advisers of the girls the student case worker had two meetings with them as a group in which different problems were presented. The following directions for group record writing as set up by the Girl Reserve Department were used as a basis for the first discussion of the group.

Record of meetings of group:_____

(Record here not merely what happened but how --- steps by which decisions and plans are made --- show how individuals take part --- mention by name --- note significant emerging ideas to be followed in program --- watch for incidents which answer such questions as:
What helps the individual to meet her own problem and to what extent are the members of this group becoming adequate persons?
To what extent are members of the group taking their place in society?
What is it that unites people in groups, and what groups naturally form from the larger group?
Record of each meeting should be written immediately after the meeting. The leader's interpretation should be written later.)

It was felt by the group leaders that some of the directions given above were unnecessary and could be eliminated such as, 1 - To what extent are members of the group taking their place in society and 2 - What is it that unites people in groups, and what groups naturally form from a larger group? The leaders decided that they preferred to make record of their

groups' activities by recording chronologically or historically all individual and group reactions. This would necessitate a presentation of the environmental or causative factors involved in cause and effect relations and thus give a complete and total picture of what transpires. In addition to this historical report an interpretation by the leader of the individual and group problems, the progress of both, and what the meeting did for each, should complete the record.

A second meeting with the group leaders took place about four months after the year's activities had begun. The purpose of this meeting was to discover what the different group leaders' understanding was regarding the work of the student case worker and their attitudes toward it.

Some of the following opinions were expressed. The leaders thought of the student case worker as someone to whom they could turn if they needed help and advice in working with an individual who presented some problem in their group. The leaders could learn from the student case worker how the individual acted in another group, such as the craft group, gym group, etc., which would perhaps help in understanding and working with the individual in their own group. The leaders could refer an individual disturbed about a problem to the student case worker. Some of the leaders said that they had noticed that individuals who had first talked with the student case worker came to the group with a clearer understanding of what the group offered and, consequently, interest was better sustained and the desire to shift from one group to another was almost entirely eliminated. The leaders also thought that the student case worker helped the individual through her discussions with the various groups.

The group leaders thought that the referral of the individual to the student case worker was made easy and natural because the individual, in most instances, knew the student case worker. The individual undoubtedly had seen or met the student case worker either in groups leading discussions or observing craft activities, in an initial contact as she applied for admission, or at the dance socials. The leaders concurred that girls of adolescent age preferred to turn to someone they knew to ask for help and advice rather than to a stranger and therefore it was a good thing for the student case worker to mix with the girls in their groups and establish a friendly relationship with as many as possible.

In talking about the amount of information the student case worker should give the leader to help her with an individual problem, the group of leaders expressed a difference of opinion. Some wanted all the facts, others just the minimum such as revealed on the registration card. Those leaders who were "advisers," and who were in most instances student case workers or planning to be such, thought that they must know as much as possible about the individual when she came into their group. By having all the facts available, the advisers said they would have a better understanding of the individual and would be better able to help her. The interest group leaders, such as the leaders of the pottery, puppet, gym classes, etc., said that they did not want to know anything about the background of the individual other than that revealed by the individual herself in the group. They did not think that they could be entirely objective with a girl whom they knew had been referred with some problem. It was their opinion that, knowing that a girl was having some difficulty, they would be too

conscious and suspicious of her activities and attitudes and perhaps would stimulate a difficulty which otherwise might not have presented itself. However, if the girl did create a problem for them in their group, they thought that they then could cope more adequately with the problem by having an understanding of the contributing factors to the girl's behavior. The group leaders decided that no hard and fast rule could be made regarding the giving of case work information to them. The amount and type of information given depended upon the leader and the situation at hand. The student case worker explained to the group that she had tried to maintain such a policy.

The group leaders told the student case worker that individual problems often arise in the group with which they felt they could not cope. They thought that such problems could be used as a basis on which the student case worker could plan subsequent discussions and possibly meet the problems or needs of the girls in that way. The purposely and well-planned for discussion can be of therapeutic value even as are other group and case situations.

Thus the student case worker attempted to relate herself to the leaders of the various groups and their work with the girls. The comments or opinions of the leaders, as stated above, indicate that the activities of the student case worker met with their approval and helped them to perform the leadership of their groups more effectively.

# CHAPTER IV

## Leading Group Discussions

> Creative discussion is the use of - "Discrete knowledge and ideas collated to produce concepts new to the participants, new conclusions, and purposeful action."[1]

The group discussions which were led by the student case worker were instigated primarily as tools to introduce to all the girls in the different groups the student case worker as a member of the Personal Counseling Department of the Y.W.C.A. and as one who was available to talk with any one of them and perhaps to help with some personal problems. This move was necessary because it was seen from the beginning that the girls who had joined the clubs for recreation and companionship did not look upon them as places where they could or wanted to find help with their problems, recognized or unrecognized. However, there had been a few indications from some groups that they were interested in having discussions as a part of their programs. This at least indicated some desire for help through group discussions even though there was no individual indication. The discussions, then, were to effect a natural situation whereby the student case worker would be in the position to personally help and counsel any girl who expressed any desire for such. This would also mean that, with active response from the girls, the student case worker would be afforded the opportunity to work more closely, in case work relationship, with a greater

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1 S. R. Slavson, Creative Group Education (New York: The Association Press, 1937), p.77.

number of girls. Thus the student case worker purposed through the natural medium of discussion to help the girls to think through the normal problems of adolescence which confronted them and in which they were all interested and to provide an opening wherein each could ask for individual help and counsel if so desired.

In order to meet the present needs and interests of the girls through these discussions the student case worker first formulated a questionnaire in which she attempted to cover the several areas of problems and interests of the adolescent girl. The student case worker realized that this was not the most valid procedure to follow. To have been able to discuss spontaneously the original problems and questions which the girls presented would have been better. However, the questionnaire, imperfect or incomplete as it may be, at least gave the individual the opportunity to make a choice of the listed questions and problems which she wanted to have discussed in the group. The questionnaire, while not all-inclusive of adolescent problems, did attempt to cover the three general areas of vital interest to the adolescent girl, namely: vocations, interest in self, and interest in others.

These questionnaires served as the basis for the first discussion led in each group by the student case worker who went over each question with the group, interpreting to and clarifying for the girls anything which was not clear to them. The girls were asked to check those questions which they wanted to talk about in future discussions and to add any questions they also would like discussed if they did not appear on the questionnaire. The student case worker led such introductory discussions in six Girl

Reserve groups and in each case there was at least one follow-up discussion, and in some groups there were three or four, led by the student case worker or by other leaders in the Vocational, Cultural, and Social Hygiene fields.

In the six groups there were ninety-three girls who checked the questionnaires. These girls were all in senior high school; that is, they were in one of the four years of the high school period. They ranged from thirteen to nineteen years of age. The questionnaire on this and the next page is the one presented to the girls in their first discussion. Beside each question or statement has been indicated the number of times that each was checked as being one in which the girls were interested.

CHECK SHEET FOR GIRL RESERVE DISCUSSIONS

Check the following questions you would like to have discussed. Add any questions you have which are not listed.

Vocational Interests "After High School - What?"

36 (1) Are you having trouble trying to decide what you want to do?
34 (2) Are you puzzled about selecting a school for further training?
46 (3) Is it going to be difficult to finance the training you want?
10 (4) Does your family want you to do something different from what you yourself have chosen?
60 (5) Do you want to learn about the many fields of occupation open to women?
39 (6) Would you be interested in talking over such problems or any other you may have relating to vocations?

Personality Interests "We Do It - Why?"

50 (1) Would you like help on understanding what lies back of the different ways you and others may behave in various situations?
78 (2) Would you like to talk about such questions as:
(a) How can a girl be popular; how can she develop her personality so that she will get along with others?
(b) What can girl do to get over a feeling of inferiority?
(c) Does one have to have pretty clothes in order to be attractive?

(d) How can we acquire poise?

65 (3) How do we let other people see what we are like "inside"? How important are outward signs such as appearance, voice, manner in having people judge what kind of personality we really are?

Relationships With Others "Family and Friends"

"My Parents Are My Biggest Problem"

24 (1) Do you feel the need for getting your parents to see things more from your point of view?

35 (2) Would you like to discuss how you might better get along with your brothers, sisters, and the rest of the family?

"Who Are My Best Girl Friends?"

39 (1) Have you met someone whom you would like to have as a friend but with whom you did not know how to get acquainted?

38 (2) What do you feel you should look for in a friend and she in you?

22 (3) Can one have friends without being a friend in return?

"Boy Dates Girl"

74 (1) Would you like to discuss those characteristics in girls that boys do and do not like?

42 (2) Do you feel that girls are sufficiently informed regarding the physical and social relationships with boys through homes and schools?

36 (3) Are you interested in the ways that social contacts with boys can be helpful as preparation for marriage?

From the tabulation of the number of times a question was checked it can be seen that over one half of the girls were definitely interested in knowing more about themselves and how to better develop their personalities. Perhaps the numerous checks beside the question "Would you like to discuss those characteristics in girls that boys do and do not like?" indicate the reason why so many girls were interested in knowing themselves better. The sixty checks for the question asking the girls if they wanted to learn about the many fields of occupation open to women were also significant for this group of girls, for at least twenty-five of them were going to graduate from high school that very year and were going out into a vast field of

adult living and working about which they knew comparatively little.

The student case worker has given in this questionnaire tabulation a picture of what all the girls in all the groups were interested in discussing. In looking at the interests of the fewer number of girls in each group the indications ran practically the same for the questions on "Personality Interests" and "Relationships With Others." However, there was not the same amount of interest displayed in questions relating to "Vocational Interests" in those groups where the girls were in the first and second years of high school as there was in the older groups which were made up of third and fourth year high school girls. This was not an immediate problem with the former.

With the indicated interests of the girls in mind the student case worker met with each one of the groups at least once following the introductory discussion in which the student case worker was identified as a member of the Personal Counseling Department. In several instances leaders in their own fields of interests were invited in to lead those discussions which the student case worker did not feel competent to handle. The student case worker, however, was present during all discussions to observe the comments, attitudes, and reactions of the girls. The following gives a general outline picture of the series of discussions which followed in the several groups as a result of the questionnaire.

I Belmont Girl Reserve Club (Freshman-Senior)

Fourteen in group
Leaders: Case Worker: Personality
Boy-Girl Relationships
Speaker from Vesper George School of Art: Appearance

Speaker from Social Hygiene Society: Social Hygiene and Boy-Girl Relations

Four periods

II Dorchester Girl Reserve Club (Freshman-Senior)

Fifteen in group
Leaders: Case Worker: Group Adviser: Personality and Boy-Girl Relationships
Two periods

III Friday Girl Reserve Club (Freshman-Sophomore)

Ten in group
Leaders: Case Worker: Club Adviser: Personality, Behavior, Appearance
Four periods

IV Friday Girl Reserve Club (Junior-Senior)

Twenty in group
Leader: Case worker: Personality, Behavior
Two periods

V Saturday Girl Reserve Club (Freshman-Sophomore)

Twenty-five in group
Leader: Case Worker: Personality, Behavior, Appearance
Four periods

VI Saturday Girl Reserve Club (Junior-Senior)

Twenty-five in group
Leaders: Case Worker: Personality and Behavior
Speakers from Social Hygiene Society: Social Hygiene and Boy-Girl Relationships
Speaker from Vocational Department: Vocations
Five periods

The question which is undoubtedly in the minds of many of the readers at this time is: "Did the above discussions bring about the ends for which they were primarily intended?" In short, "Was the student case worker afforded the opportunity to make further individual contacts with any of

the girls through the medium of these discussions?"

In several instances the introductory discussion, during which the student case worker identified herself as one who would be ready to talk with any girl about anything which was disturbing her or about which she had some question, was the impetus which stimulated several girls to come to see the student case worker and ask for individual help.

One girl came and asked what she should do about her mother who would not let her go out in the evening, would not allow her to associate with any boys, and who said she would pick her daughter's husband-to-be when the time came. In discussing this problem with this seventeen year old girl the student case worker learned that her mother was born in Albania and did not come to the United States until she was a young lady. She brought with her all the ideas, customs, mores of her Albanian culture which did not approve nor understand the fast-moving American ways of living and thinking surrounding her American born daughter in her everyday associations with other boys and girls of American culture. Here was another example of the problems which arise in many instances in those families where the parents are of foreign birth while the children are born in this country and make most of their associates and contacts those persons and things which are definitely of American culture. The student case worker, in this individual contact with this girl, attempted to help her to see her position more objectively. Through a discussion of the different ways peoples of various countries think and act the worker tried to help the girl to see her mother's position; to realize that her mother's beliefs were the results of many years of living and thinking a certain way and that it was difficult

for her mother to change them or believe differently even though she was living in an entirely different culture. The student case worker did not imply that the girl should submit to the rigid discipline imposed on her. But understanding sometimes does make other people's activities seem somewhat different and perhaps can be more easily accepted.

Just how much help the girl received from this case contact cannot be estimated for the student case worker did not see the girl again nor did she return to club. The student case worker contacted the worker who had referred the girl and inquired about her absence but there was no reply. The student case worker did feel that through this discussion the girl was able to express some of her bitterness and resentment at her mother's treatment of her and perhaps to thus find some relief in such expression.

There was another instance quite similar in which one of two sisters, of Albanian parentage also, asked practically the same question as had the girl above. The student case worker dealt with the situation in much the same way for although the problems involved two entirely different individuals it did seem that the trouble was not with the girls entirely but with a similar social condition or environment. There was no contact beyond this one although the girl came to club regularly.

Another case contact which was stimulated by the introductory discussion was the case of a thirteen year old girl who, while the group was talking about how to keep friends, asked how she could make friends and keep them because she was unable to do either. In the several interviews which followed with this girl the student case worker saw a conscientious and somewhat over-anxious girl who worried about her school work, which was

above average, and her inability to make friends. These surface problems may have been symptomatic of a deeper anxiety in this girl which never came to light in the discussions with the student case worker. On the surface the worry over the school work was dispelled in time and the problem of inability to make friends disappeared. However, the student case worker felt that these might be only temporary indications and that the deep-seated, unknown anxiety might find expression through other media in the future.

These perhaps were the outstanding examples of individual requests for help in understanding personal problems. Undoubtedly many other individual questions were answered in the group discussions. And certainly many questions went unanswered, perhaps because some girls were too timid to ask or because there were no possible answers anyway. We can say that the discussions fulfilled the purpose for which they were intended when they gave the girls the opportunity to discuss together those normal everyday problems which were confronting each and every one of them, and through such discussions to gain enlightenment and understanding of their own problems and those of their fellow-club members.

Throughout these discussions, whether there was a follow-up case contact or not, the student case worker was able to observe all the girls, and especially those in whom she was particularly interested. It was rather difficult to lead a discussion and at the same time try to keep alert to the attitudes, expressions, and reactions of a particular girl or girls. The case worker felt that far better observations could be made when another leader was in charge of the discussion, for then the student case

worker was free to watch and think only of the individual's reactions. These discussion settings, as all the other group activity situations, provided excellent opportunity to observe the girl in her group and individual adjustment.

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# CHAPTER V

## Recording by Group Leaders

In a previous chapter a discussion regarding what the contents of group records should be was presented. This chapter presents some of the records written by the group leaders. In order to illustrate what progress was made by the leaders in reporting the activities of their groups, a record made by a leader at the beginning of the group's activity and another which was written almost at the end of the activity have been presented here. Records were written both by advisers and interest group leaders and the student case worker has presented the records from each group.

### 1. Report written by a group "adviser"

October 7th

Weekly registration was done on the third floor from which place the girls went directly to the workshops. The activity there was observed by neither of the advisers. Several girls did not know that they were expected to bring their noon lunch, consequently it was necessary to buy sandwiches for them. After gym or modern dance the club meeting was held including a short explanation of G.R. purpose and symbols by Miss A. and group singing led by Miss B. The girls were encouraged to think whom they should like to elect for club officers next week. Immediately following the club meeting we went for a walk along the Charles River. More interesting than this walk, the lovely day, or the boats we saw was the spontaneous singing all along the way. It made us feel as a group in spite of the four flocks in which we walked and everybody had a chance at self expression. We returned in time for swimming. Both leaders felt this day a very satisfactory experience.

April 6th

The most interesting event of this day was a four cornered conversation in the game room that began over a game of checkers while the rest of our group was in Modern Dance. The German-Jewish girl, recently emigrated from Germany, another girl, whose parents are German and very pro-Hitler, a girl of British blood and proud of it, and I stopped playing when I said one simple word in German. The Jewish-German girl picked it up, and with a delight in her eyes that was almost alarming she said, "Can you speak German?" I explained that I had had two years

of it in college but could not speak it well. She said a few simple things to me so that I might answer her and from there we began to talk about Germany and its activities today. We had in this group three points of view distinctly as they are expressed by three nationalities. The Jewish-German girl said that Hitler is very mean, that her father was put in a concentration camp, and made to promise never to tell what they did to him there. The girl with German parents said that her uncle came to this country last August and that he had worked for Hitler, was born across the street from his home, and that he thinks Hitler is a wonderful man. The Jewish-German girl said that he had done some wonderful things but was doing some mean things too. She said there is no unemployment there, that there are good schools, but here in America a child can say and do what he thinks but there he is told what to believe and he must not doubt Hitler. She said it was the biggest surprise to her to see that in other countries there were no signs over the doors of stores which said "Jews Keep Out." She had thought that everywhere in the world Jews were persecuted. She said the freedom in America seems too good to be true. The girl with German parents continued giving the opinions of her parents who wish Germany would win the war, and as we talked on the Jewish-German girl showed a nervous excitement and asked if we could go swimming now, that her German experiences were too horrible to think of. The little "Britisher" could see nothing good of Hitler and though she did not say so she probably heard at home the same comments about the Jewish people. My part in the discussion was to help point out how we were all partly right and partly wrong, to draw out the Jewish-German girl's ideas about the good Hitler has done but to help the girl with German parents to see that he may have gone too far.

The dramatics group with which I worked this day has brewing in it some unhappiness over the part of the gypsy. A had been assigned the part, at least temporarily, until B came along and did the part so much better that A was made the understudy. A resented B's entrance and showed it by sulking. If B keeps the part A should be given as important a position as is possible for her to have in staging, managing, or something. C wandered into the group when it was half over and gave some very good suggestions about bowing, speaking to the audience as well as the characters on the stage, and the mechanical movements necessary for Dux and Dox. C's appearance has been very much improved by the new permanent.

2. Report written by an interest group leader - drama group

October 1st

There were those who wanted to do pottery, those who wanted puppets, some who selected music and a very definite group who wished "acting on a stage." There followed a responsive discussion on the possibilities of acting, costuming, painting, music, etc. in making a puppet for production. However, as two of the girls who wanted dramatics had made

puppets before and really wanted just dramatics, the music and drama people went to the Music Shop. The girls in turn pantomimed nursery rhyme charades and criticized each other. A play selection was next discussed with the other elements and complications of production. Several girls seemed interested in costuming, one getting out paper and pencil and sketching. We each read a page from "The Good Master," by Kate Siredy, to get acquainted with voices. Then came the suggestion of an operetta, fast followed by "Hansel and Gretel" as choice. This was carried on with enthusiasm and there was spirited talk of "costumes I have at home which might be adapted" and possibilities for scenery. We sang and listened to some of the music from the opera on the victrola. For the next time each is to pantomime getting up and off to school in the morning. We joined the others, sang, painted, and "rejoiced" together before dispersing for lunch.

Of course it was a little startling to have so eager a dramatic group, although not wholly unforeseen. I feel it evolved largely from the loud and insistent demands of two girls who influenced those who had not quite come to a decision. Although interested and active in the discussion of puppets' relation to drama, they were far more interested in acting themselves and wanted to cast a play immediately. Their picking of "Hansel and Gretel" was a significant and enthusiastic carry-over from the first meetings where the songs and music were introduced.

Of course the materials at hand were somewhat limited having been selected primarily for puppets - another time both the possibilities should be more fully prepared for. Although I should have preferred to spend more time and discussion in the selection of a subject or play, it seemed important to pick up their enthusiasm at the height of the group demands. By their selection it naturally puts a music major on the group although I intend to keep them actively aware and interested in the production as a while picture, enlarging their experience to include other than just singing and acting in the play.

December 2nd

The attendance worries me a little. Only six girls were present. We worked hard on Act I and read through Act III ending up with a few songs to relax and lighten us up.

One rehearsal a week seems hardly enough to keep the ball rolling and I feel trying to do both music dramatics in the one period is not satisfactory. I feel a few extra intensive rehearsals would speed up interest and satisfaction and get the play over early in January.

The girls' lack of responsibility in the production is alarming.

A is still loud in her suggestions, but has shown improvement.

B, the colored girl, has a big job in the part of the mother, but

with patience and a few extra rehearsals will be able to do creditably to great personal benefit and enjoyment.

C seems the most interested and dependable member.

From the records of these two group leaders it can be seen that there was definite change in the contents of the reports. Those reports which were written at the beginning of the group's activities recorded mainly the activity program such as a business meeting, party, handwork, or whatever else the girls did. They gave a generalized account of the group as a whole and what they felt had been the group's success or failure. These first reports, especially the ones presented above, mentioned no individual names at all and the rest of the group leaders' reports did likewise. In only a few instances were names recorded. This can be partly understood as the leaders had not then had sufficient time to become acquainted with all the girls in their groups and although they might have recognized each girl they were unable to attach a name to her and record her activity in the group report. The later records show a definite trend toward including the activities of the individuals in the groups as well as the group activity as a whole. The student case worker felt that interest in the individual in this later recording was stimulated by the discussion which she had with the group leaders on record writing. It would have been well if such a discussion had come at the very beginning of the year. The student case worker also noted that the activities of the girls in whom she had expressed some interest to the group leader or with whom the group leader was having difficulty, were included in the later records.

The student case worker has not attempted here to discuss the kind of

leadership shown in the above records or in the other reports of group activities she has on hand. She has attempted mainly to give a picture of the group recording that was done by the group leaders and how she felt her relationship with them tended to effect some change in their recording.

In addition to writing group reports the leaders were also called upon at the end of the activity's year to make reports about specific individuals in their groups. They were asked to do this by the student case worker so that their information could be combined with other significant data to form a report to the person who had referred the girl to the group agency. Because the girl was generally in several groups it was possible to obtain from the several leaders of those groups their picture of the girl's development and adjustment. The following is the letter which the student case worker sent to each group leader and which explained the reason for her asking that a report be written on the individual girl.

Letter to Group Leader

Dear Leader:

There have been some girls in your group in whom I have been especially interested. They have been referred to the "Y" by parents, interested friends, social workers, etc., who would also like to know how these girls have been adjusting in their group experiences.

Also, there have been girls who have come to my attention from within the group situation about whom I would likewise want more detailed information.

If there are any girls whom I have not listed, but in whose developments or adjustments or non-adjustments you feel I might be interested, please include them in your report and evaluation.

The outline which I have suggested that you use in making your evaluation is quite detailed. You need not follow it closely. It may be of some help in bringing to mind certain significant factors in your evaluation of a girl.

Thank you for your interest and help.

Sincerely,

Case Worker

The names of the girls about whom the student case worker wanted information were listed in the letter. With this letter the case worker enclosed the following outline mentioned in the letter to be used by the group leaders as a guide in writing their individual reports.

GROUP LEADER'S EVALUATION OF THE INDIVIDUAL'S ADJUSTMENTS AND DEVELOPMENT

The following is a suggested outline which the leader may use in making her evaluations of the several individuals listed in the attached letter and with whom she has had some contact. Any further information not covered by the outline which the leader feels may be significant should also be included.

OUTLINE

A. What was your impression of the girl when she first came into your group?

B. What has been her relationship with others?
   1. Her attitudes, actions, and reactions:
      a. Self-confident, free
      b. Timid, self-conscious, self-depreciatory
      c. Aggressive
         (1) Bossy
         (2) Need to be first, best
         (3) Hostile, quarrelsom
      d. Withdrawn, shy, retiring
         (1) Lacking in assertiveness
         (2) Easily discouraged
      e. Outgoing
         (1) Positive, friendly attitude toward people

(2) Interested in others
f. Needful of attention
(1) Boasting
(2) Talkative, loud
g. Leader, follower
h. Socially conscious
(1) Sense of fair play, team work
(2) Generous, co-operative
i. Individualistic
(1) Selfish
(2) Unco-operative
2. Reactions from girls
a. Accepted, wanted, liked
b. Rejected, left out, disliked
c. Tolerated, kindly treated but not accepted
d. Laughed at
e. Criticized
3. Relationship with group leader
a. Girl's attitude toward leader
(1) Submissive, conforming
(2) Resentful, resistent
(3) Reaction to criticism
(4) Dependent, self-reliant
(5) Over-attached, unresponsive
(6) Frank, suspicious, protective
(7) Needful of attention
b. Reactions of leader to girl
(1) Positive, negative
(2) Tolerant, kindly
(3) Impatient, over-protective

C. What has been the girl's relation to the activity?
1. Degree of participation
a. Perfunctory
b. Wholehearted
c. Over-zealous, over-active
2. Persistence
a. Sustained interest
b. Ability to concentrate
c. Reaction to failure
d. Reaction to success
3. Degree of skill or success, increase in such
4. Creative ability, imagination
5. Initiative shown
6. Responsibility taken
7. Interest in new experience

D. What have been the girl's club habits?
1. Promptness

a. In coming to meeting
b. In cleaning up work preparatory to going to another group

2. Cleanness and neatness
a. Self
b. In clearing up work materials

E. What is your evaluation of the adjustments and development of the girl and your suggestions for helping her to get the most out of her group experiences and relationships?

The leaders were most co-operative in fulfilling these requests made by the student case worker. The student case worker felt that such reports served several purposes. First, they helped to clarify and give expression to the group leaders' own feelings about the individuals about whom they reported. Second, they gave to the student case worker a broader picture of the individual's adjustments than she herself had been able to obtain through individual contacts, observations, and previous conferences with the group leaders. By receiving several leaders' reports about one girl the student case worker was able to compare them and see if the girl's behavior was consistent in each group or if it varied and if so what the different reactions of the leaders were to the varying behavior. In most of the reports received from the leaders their descriptions and evaluations of the girls were similar. In the few instances where they differed it was because the group leader or leaders who differed in their opinions did not know the girl too well.

Third, this information obtained from the group leaders made it possible for the student case worker to present to the referring persons a more complete picture of the girl's activities in the group agency.

# CHAPTER VI

## Recording by the Case Worker

The recording done by the student case worker included all those contacts and situations which related to the activity and development of the girl in the group. There was first the information about the girl which was given to the case worker by the referring social worker. The kind of information which was desired and what was obtained was discussed in Chapter II. When the student case worker had contact with a girl who had not been referred by a social worker there was not this type of information available. All the referral data was recorded in the case record.

Careful record was also kept of all the student case worker's individual contacts with the girls. These included initial contacts, specially appointed conferences, and chance meetings.

The student case worker attempted to keep record of her observations of those girls in whom she was especially interested and their adjustments in their groups. Such recording of observed behavior was done in summary form as it would have entailed too much time and space to record all the observations made at every meeting.

The student case worker obtained further information to include in the case record from her individual conferences with the group leaders. The final reports made by them about girls in their groups presented still more data for the case record.

All letters written to referring persons or to girls during the year were filed in the case records.

The final recording made in the case records were the reports which were sent to the referring social case workers in which were presented a combined and total picture of the girl's activity up to date.

# CHAPTER VII

## Other Similar Experiments in the Y.W.C.A.

There were two other similar experiments being attempted in groups in the Y.W.C.A. at the same time the student case worker was working with the Younger Girls Group.

The first experiment was being tried in a group called the "Six to Niners." This group was composed of Business and Industrial girls who when they first registered for group activity expressed feelings of shyness and inadequacy at being unable to meet other girls. It was suggested to them at the time that they join this group which was especially for girls who felt that they needed help in getting acquainted with and associating with other people. The case worker who worked with this group was a full time Program Interviewer at the Y.W.C.A. with several years of family case work background. As Program Interviewer she had many of the initial contacts with these girls and so knew them from the beginning.

For the first three months of the club's activities the case worker or Program Interviewer mingled with the girls in an informal way and became acquainted with them and they with her. She next introduced a series of talks on personality in which she introduced herself as a case worker and as one who was available if the girls felt they wanted individual counseling. The case worker reported that no one came to her for such help immediately following the talks. However, she was able through further contact with the girls to recognize some problems and help the girls to seek her out for counseling.

The case worker had regular conferences with the leader of this group and between the two they were able to work out some of the individual and group problems.

The other group in which a similar experiment was also being attempted was the "Daytime" group. This group was made up of:

> unemployed girls who have been out of high school for one, two, or three years, some of whom have never had a job. Many have been trained in the commercial classes at high school and have found no opportunity to work; others have had poor preparation for a job and often possess limited ability.[1]

The person who worked as a case worker with this group was the part time psychiatric case worker of the Personal Counseling Department. The psychiatric case worker met the group in much the same way as had the case worker in the "Six to Niners" group by meeting informally with the girls at first. Later she led discussions on Boy and Girl Relationships and as a result there were four girls who asked for individual appointments to talk their problems over further.

The psychiatric case worker had weekly meetings with the leader of the group to talk about the girls they were especially concerned about, how their problems related to the group program, and the leader's attitudes about individuals and the group as a whole.

The psychiatric case worker concluded that this group was not quite ready for individual help. There were a few girls who desired such but for the most part they were not enough aware of their real problems to be able

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1 Volunteer Personal Committee, A Handbook of Information About the Young Women's Christian Association of Boston, p.33.

to ask for help. She felt that accomplishments were being effected rather through the indirect influence she exerted on the leaders' attitudes, program, and girls.

# CHAPTER VIII

## Summary and Conclusions

The purpose of the thesis which was to describe the role and functions of the student case worker in a group work agency was presented in the introduction. The preceding chapters have attempted to fulfill that purpose. In conclusion it would be well to summarize these functions which have been previously discussed. There were five in all. First, the student case worker was a "discussion leader" in that she led and directed groups in which were discussed different problems especially significant and vital to the adolescent girls who made up the groups. This function needs no further description. Second, the student case worker was an "observer." The various group activities provided numberless opportunities to see or "observe" the individual girl in her group activity. Third, the student worked individually with the girls and in these individual contacts attempted to utilize case work techniques insofar as she was capable and insofar as the individual girl and environment permitted. The limitations of such case work process will be discussed a bit later. Fourth, because many of the girls who attended the group activities were referred by social agencies, the student case worker established working relationships with social case workers in agencies outside of the group work agency and assumed the subsequent responsibilities of reports and conferences which are introduced when different agencies are interested in the same individuals. Fifth, the relationship of the student case worker with the group leaders, both individually and in group meetings, required another function of the student worker.

Very briefly, then, the student case worker was a "discussion leader"; an "observer"; a case worker, working with individual girls, with social case workers and with group leaders.

In order to evaluate this whole experiment it perhaps would be well to consider first each function of the student case worker with regard to its effectiveness and value. The second step would be to suggest ways and means whereby the value and effectiveness might be increased. Considering the function of the student case worker as a discussion leader the following observations are made. The student case worker's participation in the group discussions was of importance to the experiment in that through this participation and leadership the student case worker was able to bring to the groups a case work concept and an understanding of individual problems and needs. As was stated in the chapter on discussions it is difficult to tell just how much was accomplished by the group discussions. Certainly there was not an overwhelming response from girls asking for individual help. Whether girls in this age group are not consciously aware of their problems, or whether, being aware of them find it difficult to give them expression, cannot be definitely determined. The student case worker felt in her contacts with the girls during the year that the former supposition seemed to have more basis. However, the needs and problems of the girls, expressed or unexpressed, undoubtedly found some solution in the general group discussions even as they did in the group activities. Because there is the danger that, for some, such discussions may further stimulate feelings of anxiety and guilt, they must be well planned and conducted with an understanding of the individual needs of adolescent girls. The student case

worker felt that the discussion groups answered a definite need in that they helped the girls to better understand themselves and their behavior and that the student case worker as a leader of such discussion groups enacted a role of special significance and value in relating herself not only to individuals but to groups as well.

The observations which the student case worker made of the girls in their individual and group activities were invaluable. The environment of the group provided a natural stimulus and setting for individual and group action and reaction which cannot be duplicated in any formal case work relationship. The student case worker in making her observations arranged no planned schedule of program of observations. For the most part the student case worker attempted to observe all of the groups possible during a day's activities. This necessitated visting groups for only a short period of time and thus sometimes not obtaining a complete picture of events surrounding individual activities in the group. It would undoubtedly be better to have a definite plan of observation such as visiting a few groups each week which would give the observer more time to see certain groups over an extended period. Another plan might be to follow a few chosen individuals through their activities of a day or of some period of time. In short, there ought to be some system of observation by which the observer will be able to follow more closely and consecutively, too, the activities of the girls in their group adjustments.

In the meetings which were held to discuss problems of referral from a case work to a group work agency a great step was made toward the integration of group and case work practices and the establishment of more

sympathetic understanding between the fields of group and case work and the workers in them. But these meetings were only the beginning or introduction to what is needed if each group is to have a clearer understanding and interpretation of what the other's function is and how it relates to the other's needs. There must be regular meetings between the workers in the different groups in order to discuss mutual and related problems. The presence of the student case worker and the other case workers in the group agency undoubtedly facilitated the understandings and conclusions between the two fields in the first two meetings described in a previous chapter. The case worker in a group work agency is in an excellent position to foster further meetings. However, the meetings mentioned above comprised just the case workers of the group work agency who attempted to interpret the agency to the case work people. Future meetings should of necessity include leaders of groups: those people who are actually doing the group work. Only then will case workers have a "group-case work" concept and group workers have a "case-group work" concept.

Chapter III described quite fully the relationship of the student case worker to the group leaders, insofar as it was established and extended during the period of experimentation. The reactions of the group leaders to the student case worker and the role she enacted indicated that they felt a definite need and advantage in having someone available to whom they could turn for counsel and advice regarding the individual problems which arose in their group situations. Such a relationship must continue to grow and be meaningful in its bearing and influence upon the individuals in whom both

case worker and group leader are concerned. This influence can be meaningful only insofar as the case worker and group leaders are able to do their work with some understanding of individual and group needs. This understanding can be learned through such meetings and conferences as described above. Their importance cannot be minimized for only through frequent and regular meetings and conferences can the group leaders and case worker be kept alive to the ever present needs of their groups and the individuals which comprise them.

The establishment of case work relationships or contacts with individual girls seemed to be, in many respects, the weakest function of the student in her role as a case worker in the group agency. This conclusion is especially true if the individual contacts made are judged from a purely case work point of view. The student case worker had no deep or extended individual relationships with the girls. However, in the light of the unique situation in which the individual contacts were made it would be hardly fair to evaluate their worth from a purely case work point of view.

There are several factors which must be kept in mind in evaluating the specific case work function of the student. The setting or environment in which the experiment took place is the first factor to be considered in this evaluation. The group work agency is primarily a source of recreation and pleasure to which individuals come seeking just such things through the media of various group activities. This is an entirely different picture from the formal interviewing room of the case work agency.

Another factor to consider is the age of the individuals who attended the group activities. In this instance the case worker dealt solely with

girls of adolescent age. Whether the age of the girls or the agency set-up limited intensive case work practices cannot be definitely determined even after this experiment of seven months. Certainly they were contributing factors which influenced the amount and kind of individual contacts which could be effected.

Undoubtedly another factor which colored the whole situation was the student's limited ability as a case worker. However, a consideration of any worker's ability would have to be allowed for in any kind of experiment being attempted. The fact remains, nevertheless, in spite of the limitations described above, that intensive case work by the student was not possible in the experiment. The question which would naturally follow then is whether or not the type of individual relationship established in the case work agency must of necessity in all situations be the same in the group work agency. The answer is "no." A great deal of treatment which otherwise might have to be effected through direct case work relationships is instead effected indirectly through group activities. The answer for the present then is found in the above statement. It is not a question of whether or not intensive case work must be a function of a group work agency where a case worker is present but rather what at the moment seems to work most effectively in the agency and for the individuals involved. There is the certainty that further work with the individuals in the group work agency will develop as there is growth of understanding and knowledge of people in their individual and group adjustments. This will be facilitated by the presence and efforts in the group work agency of a case worker who is aware of individual needs and problems.

The case worker then has certain specific functions in the group work agency such as those enumerated above. Other functions may develop as the situation requires. However, in the larger sense the role of the case worker in the group work agency is more than just the performance of certain activities such as being a discussion leader, a counsellor for individual girls, an observer of them, etc. It is a role of integration in that the case worker serves as a hub or focal point to which the group leaders, the individual girls, the referring persons, and any other individuals involved in the group work activity, can turn from their own specific activities and needs and find a source which will help them in relating their activities and needs to those of the others. It is a role of interpretation which through meetings, conferences, and working together, is developing a greater understanding between the fields of group and case work. With this greater understanding will develop more effective ways and means of working with and helping people in their individual and group adjustments.

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